Using the R/R Framework for Planning and Instruction

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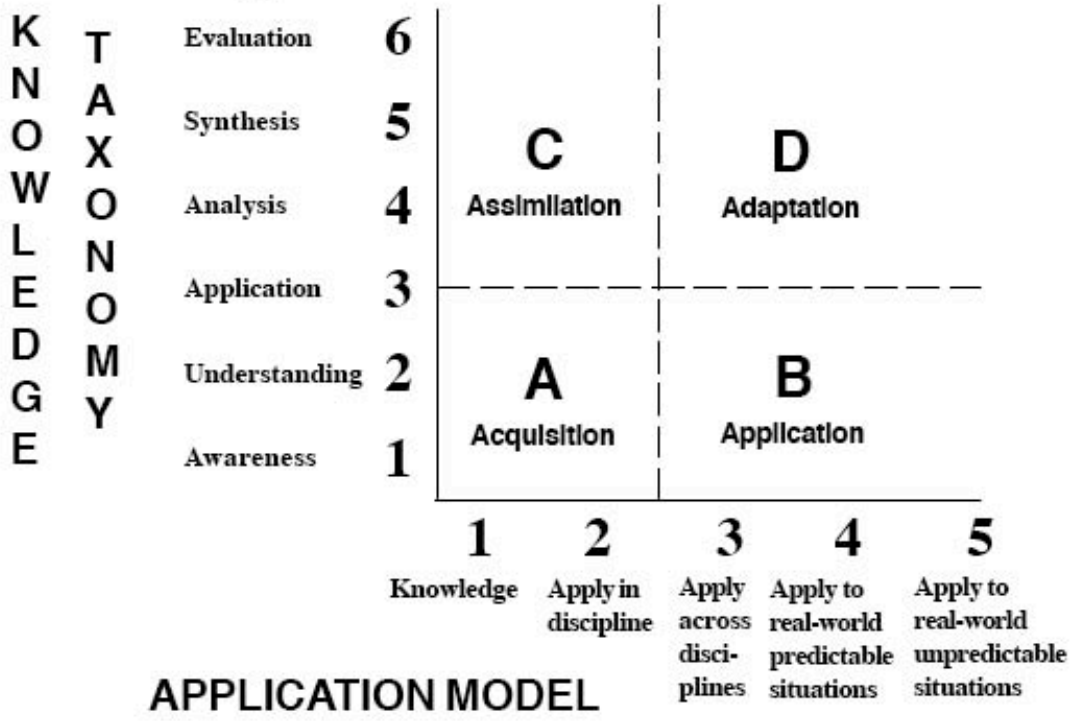
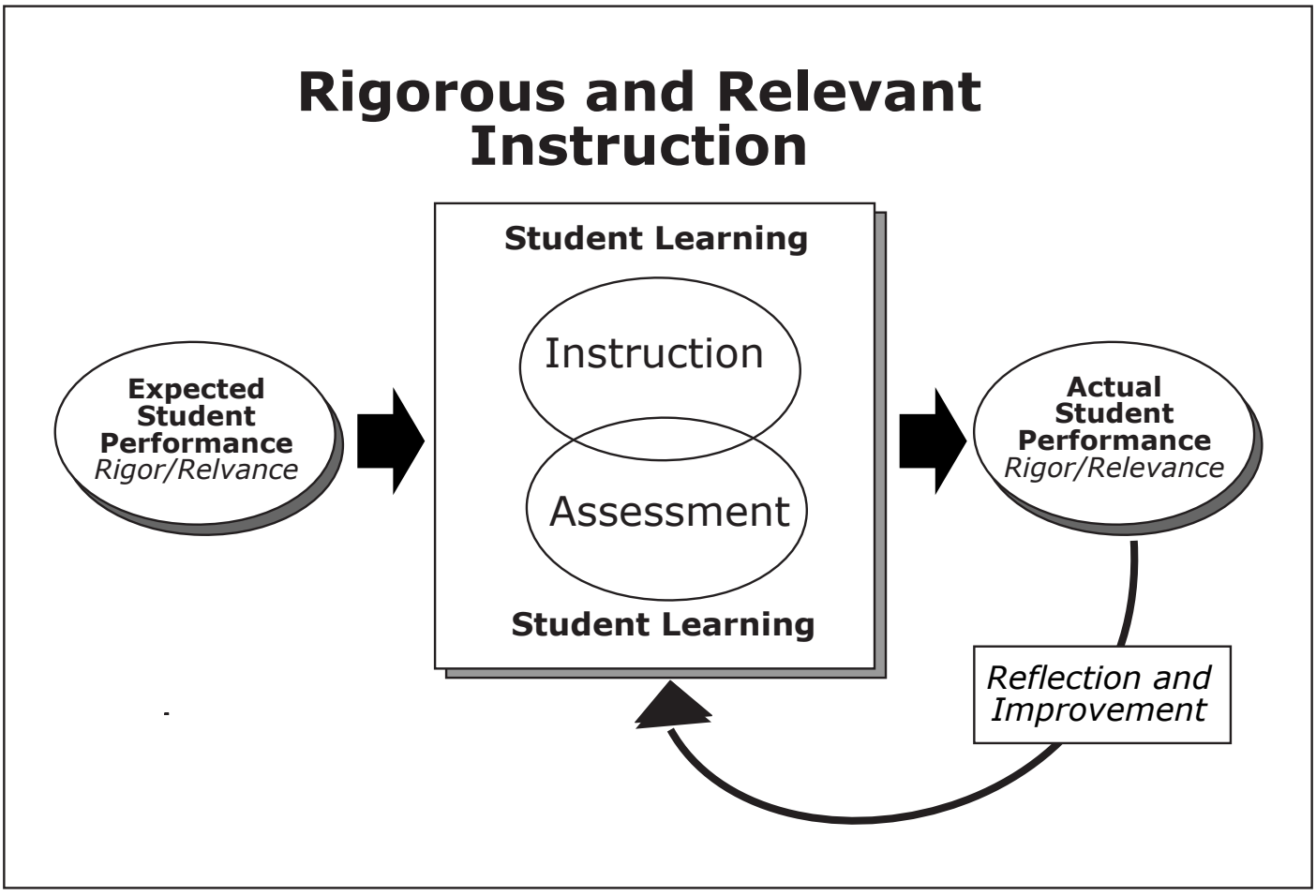
Rigor/Relevance Framework

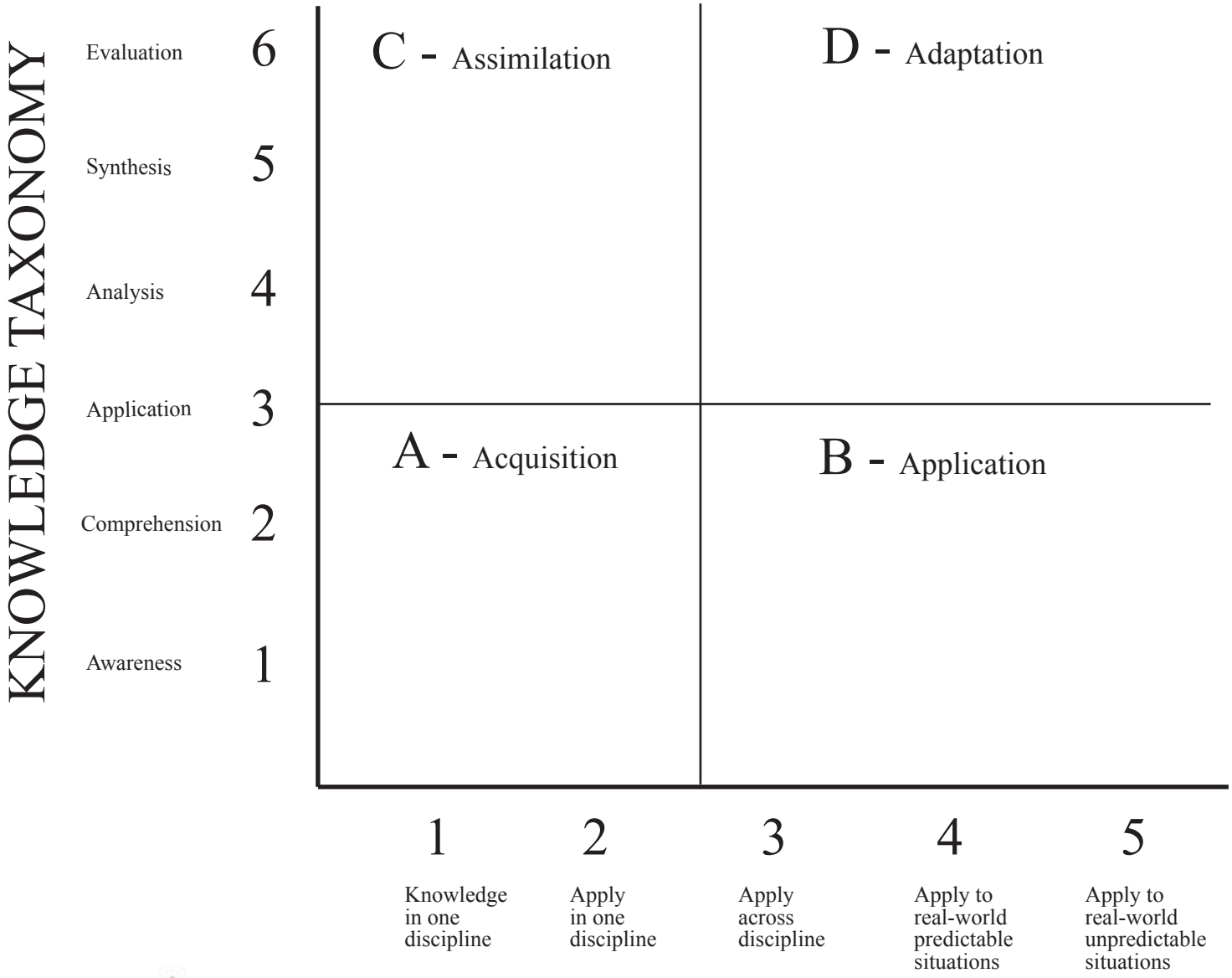


Rigorous and Relevant Instruction



Rigor/Relevance Framework

Worksheet



Test Question Development

Directions: In the first box, develop a test question. Use the second box to revise the question at a higher level of knowledge and/or application.

Test Question

R/R Quadrant _____

Revised Question

R/R Quadrant _____

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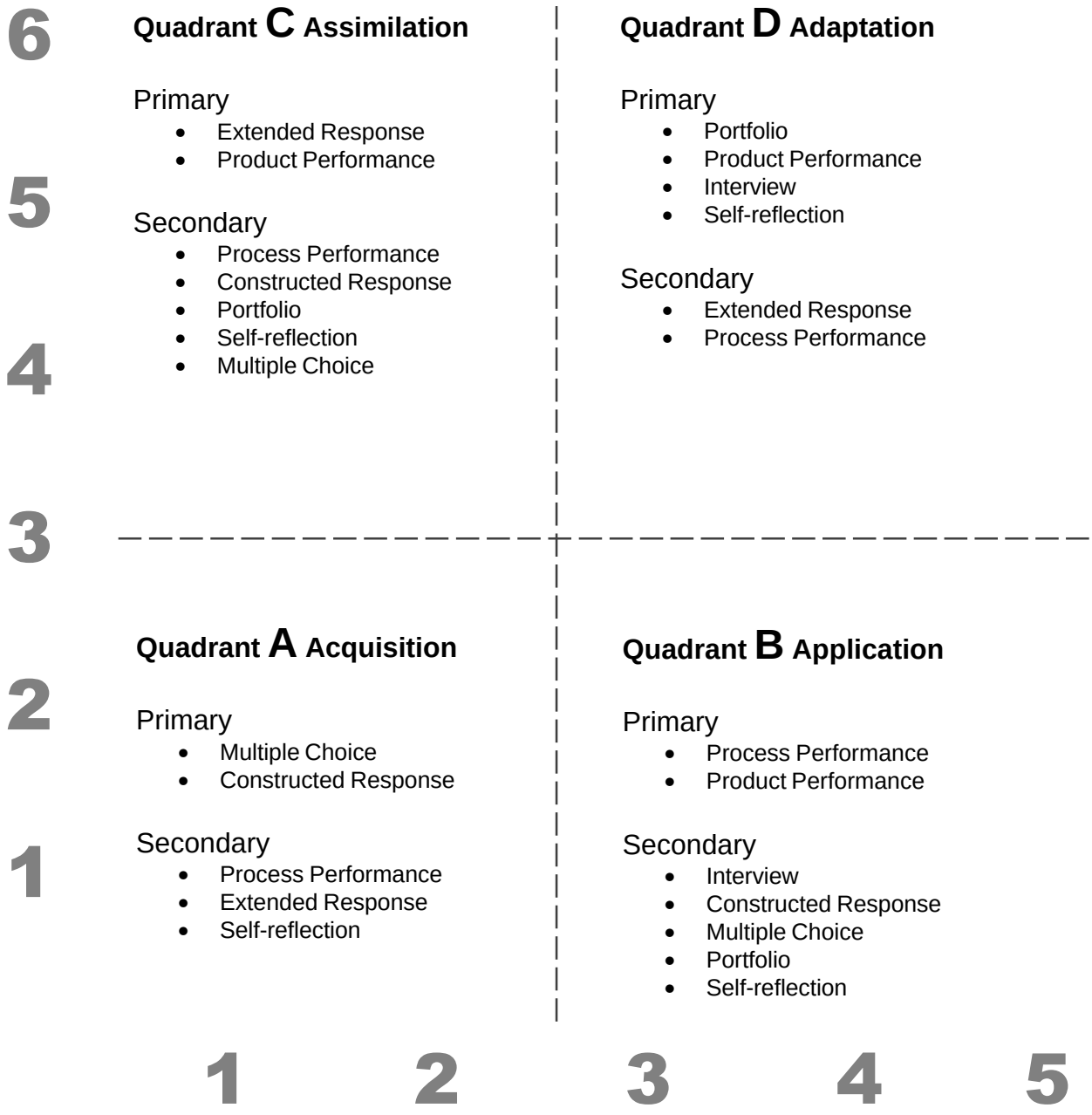
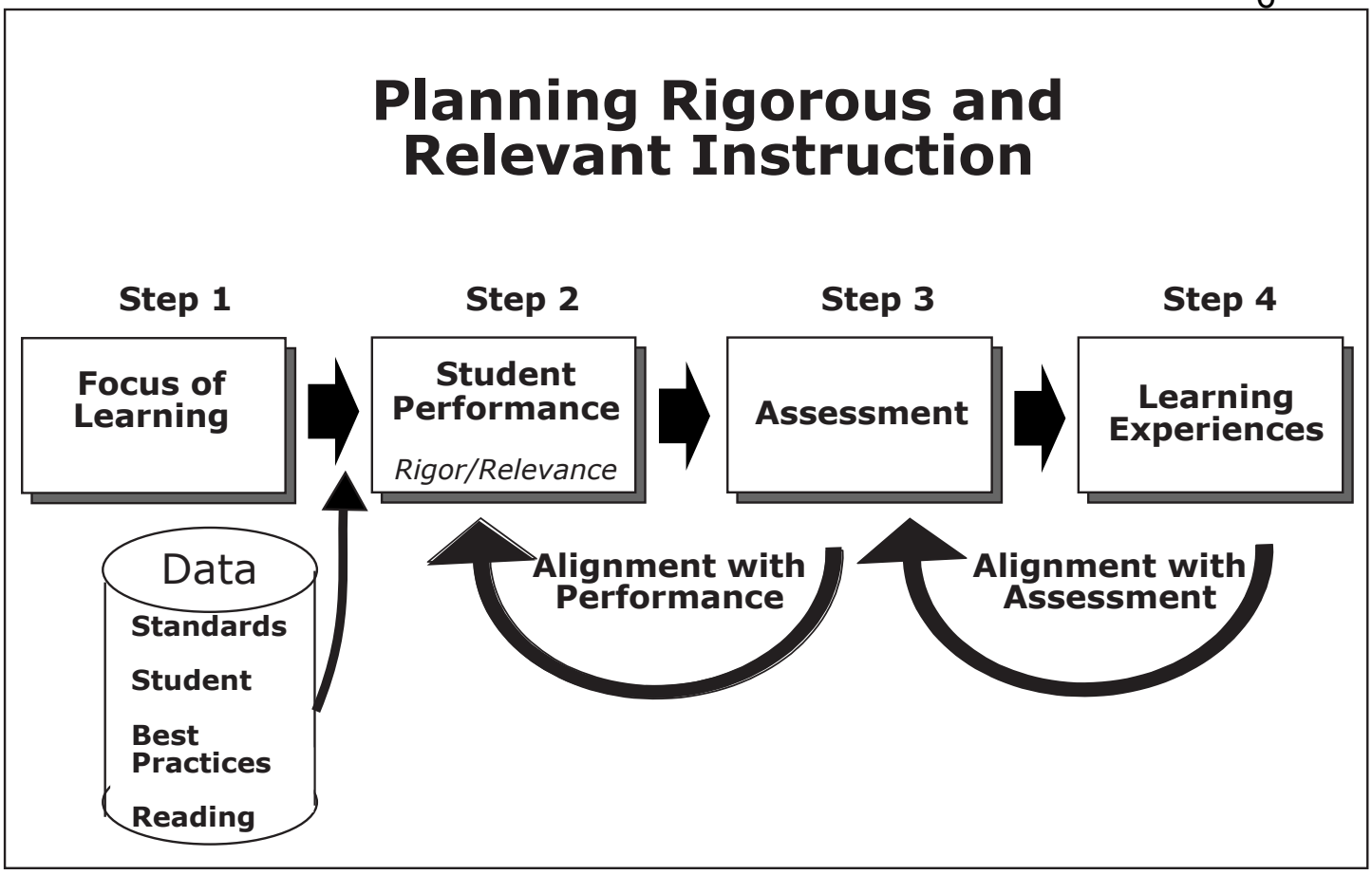
Relationship of Assessments to the Rigor/Relevance Framework



Primary = Best Match Secondary = Also Appropriate



Questions

Step 1 - Focus - What defines or drives the learning experience?

Step 2 - Student Performance - What are students expected to know, do or be like and at what level of rigor and relevance?

Step 3 - Assessment - How will you assess desired student performance?

Step 4 - Learning Experience - What activities will enable students to achieve student performance?

EXAMPLES OF STUDENT WORK

- ADVERTISEMENT
- AUDIOTAPE
- AUTOBIOGRAPHY
- BANNER
- BIOGRAPHY
- BROCHURE
- BUSINESS
- CARTOON
- CHART
- CHILDREN'S BOOK
- COAT OF ARMS
- COLLECTION
- COMMUNITY SERVICE
- COMPOSITION
- CONSTITUTION
- CONSTRUCTION
- CONTRACT
- CORRESPONDENCE
- CROSSWORD PUZZLE
- DEBATE
- DEFENSE
- DEMONSTRATION
- DESIGN
- DIAGRAM
- DIORAMA
- DISCUSSION
- DISPLAY
- DRAMATIZATION
- DRAWING
- EDITORIAL
- ESSAY
- EULOGY
- EVALUATION
- EXHIBIT
- EXPERIMENT
- FABLE
- FAMILY TREE
- FIELD GUIDE
- FLAG
- GAME
- GRAPH
- ICON
- INTERVIEW
- INVENTION
- JOKE
- JOURNAL
- LETTER
- LOG
- MACHINE
- MAGAZINE
- MANUFACTURING PROCESS
- MAP
- MEMO
- MEMOIR
- MNEMONIC
- MODEL
- MOSAIC
- MURAL
- NEWS REPORT
- NEWSPAPER
- ORAL HISTORY
- ORAL REPORT
- PAINTING
- PETITION
- PHOTO ALBUM
- PLAY
- POEM
- POSTER
- PRODUCTION PROCESS
- PROPOSAL
- PUPPETS
- QUESTIONNAIRE
- QUESTIONS
- RAP
- RELIEF MAP
- RESEARCH REPORT
- RESUME
- RULES
- SCALE MODEL
- SCRAPBOOK
- SCRIPT
- SCULPTURE
- SHADOW BOX
- SKETCH
- SKIT
- SLIDE SHOW
- SOFTWARE APPLICATION
- SOLUTION
- SONG
- SPEECH
- STORY
- SURVEY
- TAXONOMY
- TEACH A LESSON
- TEST
- THEORY
- TIME CAPSULE
- TOTEM POLE
- VIDEOTAPE
- WEBSITE

Worksheet

Practice Linking Standards and Student Work

Directions: For each of the standards, list student work that would enable students to learn that standard. Start with a generic type of student work and complete the item with a specific task related to that area of learning.

Example:

Standard/Topic
use maps and scale drawings to represent real objects or places

Student Work
construct a scale model of a house

Standard/Topic	Student Work
Apply in writing the rules of grammar, punctuation and spelling	
Gather information from a variety of sources and summarize and analyze	
Follow oral directions	
Know how to decipher unfamiliar words	
Perform operations with numbers including decimals, ratios, percents, and fractions	
Understand characteristics of parallel lines	
Understand best procedures for statistical data collection, organization, and display	
Understand how and why rotation and revolution of Earth affect day, seasons, and weather	
Understand systems of human body	
Make observation of the local environment using senses and instruments	

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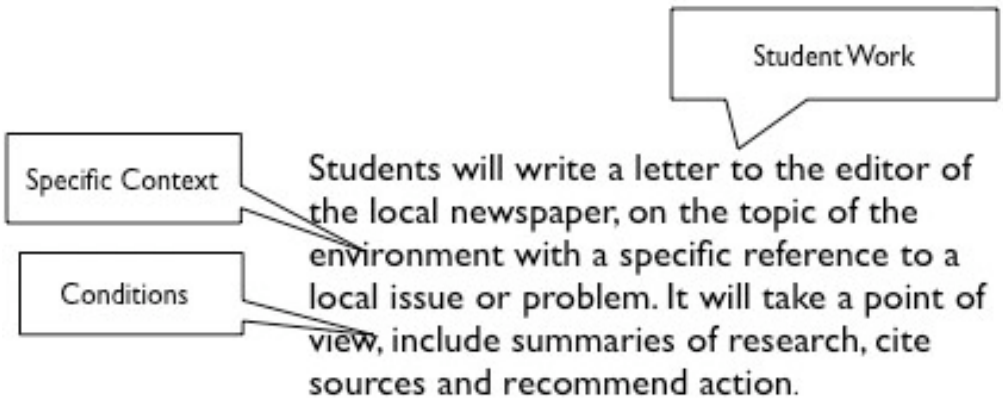
Writing Performance Tasks



A performance task is a description of how a student is expected to demonstrate understanding, knowledge and skills. The task may be a product, performance or extended writing that requires rigorous thinking and relevant application. It is usually written in the third person describing the learning to other educators.

Performance tasks include;

- student work that will be produced or performed
- whether group or individual
- Specific learning context
- resources students will be provided or have to acquire
- setting where students will complete the work
- conditions (often real world) under which the work will be done

Performance tasks usually do not include;

- assessment. A performance-based implies but does not specify how the performance will be assessed.
- specific direction to the student
- specific equipment list
- homework or reading assignments

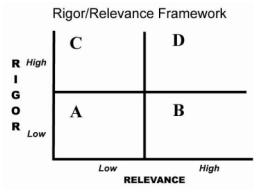
Worksheet
Defining Performance Task

Unit Title _____

Author _____ Date _____

Directions: After brainstorming student learning check any of the following examples of generic student work that <u>possibly</u> could be student work related to the intended learning.

- ☐ Advertisement
- ☐ Audiotape
- ☐ Brochure
- ☐ Business
- ☐ Chart
- ☐ Community service
- ☐ Construction
- ☐ Contract
- ☐ Correspondence
- ☐ Debate
- ☐ Demonstration
- ☐ Design
- ☐ Diagram
- ☐ Discussion
- ☐ Display
- ☐ Dramatization
- ☐ Drawing
- ☐ Editorial
- ☐ Exhibit
- ☐ Experiment
- ☐ Field guide
- ☐ Graph
- ☐ Interview
- ☐ Invention
- ☐ Journal
- ☐ Letter
- ☐ Log
- ☐ Machine
- ☐ Magazine
- ☐ Manufacturing process
- ☐ Map
- ☐ Memo
- ☐ Mnemonic
- ☐ Model
- ☐ Mural
- ☐ News report
- ☐ Newspaper
- ☐ Oral history
- ☐ Oral report
- ☐ Painting
- ☐ Petition
- ☐ Photo album
- ☐ Play
- ☐ Poster
- ☐ Production process
- ☐ Proposal
- ☐ Questionnaire
- ☐ Questions
- ☐ Rap
- ☐ Relief map
- ☐ Research report
- ☐ Resume
- ☐ Rules
- ☐ Scale model
- ☐ Scrapbook
- ☐ Script
- ☐ Sculpture
- ☐ Sketch
- ☐ Skit
- ☐ Slide show
- ☐ Software application
- ☐ Solution
- ☐ Song
- ☐ Speech
- ☐ Story
- ☐ Survey
- ☐ Taxonomy
- ☐ Teach a lesson
- ☐ Test
- ☐ Videotape
- ☐ Website

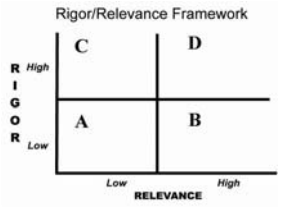


*Directions: Now write a student performance task that will be the culmination of the unit. Select the appropriate **student work**, describe the **specific context** that relates the work to the desired learning and list the **conditions** that will make this a high quality learning experience.*

Performance Task

RIGOROUS AND RELEVANT STUDENT PERFORMANCES

Title



Focus

Identify subject, course, unit and students to be served

Student Learning

Identify concepts, knowledge, skills and behaviors

Performance Task

Describe the student work used to demonstrate learning

Standards

Link this lesson to state or national standards or International Center Essential Skills

Source	
Subject(s)	
Standards	

Scoring Guide

Attach copies of scoring guide or rubric to assess performance task

Exemplars (optional)

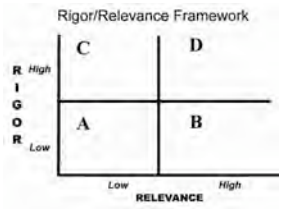
Attach copies, descriptions or images of exemplary student work

Lesson Plan (optional)

Attach copies of teacher procedures and student activities

RIGOROUS AND RELEVANT STUDENT ASSESSMENTS

Title



Performance Task *Describe the student work used to demonstrate learning*

Type of Scoring Guide *Select Type*

☐ Holistic ☐ Checklist ☐ Analytic, ☐ Mini-rubric

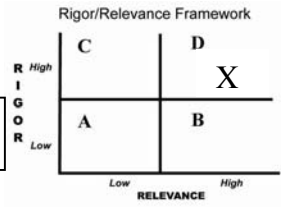
Criteria *List major criteria that will be used to assess student performance*

Scoring Guide *Draft Scoring Guide for this Performance Task*

RIGOROUS AND RELEVANT LESSONS

Title

Earth Day Letter



Focus

Identify subject, course, unit and students to be served

Sixth Grade Interdisciplinary
English Language Arts - Unit on Writing Conventions
Science – Unit on Environment

Student Learning

Identify concepts, knowledge, skills and behaviors

Concepts	Skills	Knowledge	Behaviors
♦ Point of View ♦ Research ♦ Endangered species ♦ Pollution ♦ Individual responsibility	♦ Writing w/ correct grammar ♦ Writing with Point of View ♦ Citing authentic sources	♦ Environmental Advocacy Groups ♦ Major Environmental Issues ♦ Local Environmental Issues	♦ Recycling ♦ Protecting the Environment

Performance Task

Describe the student work used to demonstrate learning

Students will write a letter to the editor of the local newspaper, on the topic of the environment with a specific reference to a local issue or problem. It will take a point of view, include summaries of research, cite sources and recommend action.

Standards

Link this lesson to state or national standards or Essential Skills

Source	Essential Skills
Subject	English Language Arts and Science
Standards	(e1) Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (e3) Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (s6) Understand how humans, through technology, cause environmental change by disrupting the equilibrium or balance of nature by introducing pollutants into the environment. (s10) Understand the human impact on the environment through pollution (air, water, and soil), and ways to improve it through education, research, laws, and conservation.

Scoring Guide

Attach copies of scoring guide to assess student performance

Lesson Plan

Attach copies of teacher procedures and student activities -Optional

Sample Analytic Scoring Guide 3

Letter to the Editor

Criteria	1	2	3	4	Your Score
Ideas	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	1 2 3 4
Letter	Letter is inappropriately informal and confusing to read. No attempt has been made to engage the reader with a logical presentation of facts.	Letters is clear presentation of facts, and/or an appropriately formal writing style.	Letter is logical and clear presentation of facts, and formal writing style.	Letters is logical and clear presentation of facts, and an appropriately formal writing style. Letter is interesting to read and hold the reader's attention.	1 2 3 4
Layout	Design is messy and unattractive. Does not make good use of available space. Poor balance of text and graphics.	Design is inconsistent. Some parts are attractive and space efficient, but other parts are not. Inconsistent or poor balance between text and graphics.	Design is mostly attractive and space efficient. Good balance of text and graphics, for the most part.	Design is attractive and space efficient. Excellent balance of text and graphics throughout.	1 2 3 4
Mechanics	Text contains many spelling/grammar errors. Sentences seem disconnected, and there is carelessness throughout.	Text contains some spelling/grammar errors. Little logical structure or flow to sentences. Evidence of carelessness in writing.	Grammar and spelling are nearly flawless. Logical sequence apparent. Some wording is careless. Inconsistent in style.	Grammar and spelling are flawless and the flow provides a logical pathway of ideas. Consistent and engaging style throughout.	1 2 3 4

Notes on Planning with Rigor and Relevance: Summary of Steps for Planning

Focus of Learning

1. Look at your Standards and Grade Level Expectations: highly assessed by your state, medium or low
2. Choose a context, theme or focus for the unit

Student Performance / Rigor and Relevance

3. Choose which quadrant you want this unit to reflect
4. Define the student learning using big ideas web
5. Write performance task

Assessment (Final, Formative and Pre)

6. Design the final assessment: What will student know, do and think? Check the RR Quadrant
7. Design formative assessments
    - Write one or two critical questions that students will answer if they do well on the final assessment? (verbs should match quadrant)
    - Order the concepts or big ideas
    - Decide how students will show you what they know, do, and think in regard to each concept when you are finished teaching. What is the ticket from one island to the next? Check quadrants, do you have enough practice at high enough levels of rigor and relevance.
8. Pre-assessment plan: what do students already know about content, the process/product/ performance steps on the final assessment and the level of thinking you want on the final assessment?

Learning Experiences

9. Develop a plan for each "chunk, concept, island" of learning
10. Select strategies most appropriate for this lesson, rigor/relevance and student engagements
11. Design lesson launching activity
12. Design lesson enhancements (reading, special ed, ELL)
13. Share great units with each other.

Great Websites for Project-Based, Simulation, Problem-Based, and Inquiry Learning at the Secondary Level

This list was prepared for the benefit of schools in the Successful Practices Network.

Directions:* *Copy and then paste these sites into your browser.

Mixed (Integrated) Topics:

Jamie MacKenzie's site: http://www.fno.org/ integrated technology ideas and links to other sites

http://pblchecklist.4teachers.org/ Great source of links to other sites, resources for building assessments for project based learning

http://www.edutopia.org/php/keyword.php?id=037 There is a newsletter on project based learning from Edutopia, free to educators currently employed in a district.

Lots on interesting units and lessons by content area, some integrated:
http://www.rmcdenver.com/useguide/pbl.htm

http://eduscapes.com/tap/topic43.htm Good links and ideas across content areas and courses

http://college.hmco.com/education/pbl/index.html Contains a few well done lessons for science and social studies that incorporate use of technology and media

http://www.internet4classrooms.com/project.htm More good resources

Bio Tech curriculum: http://cse.edc.org/products/curricula/biotech/default.asp

Simulations: http://www.icons.umd.edu/staff/website.simulation_overview?id=2

More Simulations: http://www.classroominc.org/?page=our_programs&subpage=simulations

Integrated Math and Science Units: http://www2.imsa.edu/programs/pbln/

"TeachEngineering" provides more than 500 lessons and activities for teaching engineering content in K-12 science and math classes (MA)
http://www.TeachEngineering.org

Science:

Mars for Educators: http://marsrovers.jpl.nasa.gov/classroom/ complete lessons and unit material ready to go with good literacy integration

http://education.usgs.gov/ incredible integrated projects and inquiry lessons

Great resources: http://www.nsta.org/highschool

Great chemistry ideas: http://www.chemistryteaching.com/

More great chemistry and integrated science units: http://www.anachem.umu.se/cgi-bin/pointer.exe?Demonstrations

Math:

NCTM Illuminations site http://illuminations.nctm.org/

http://www.nctm.org/ Great links

http://www.ct4me.net/math_projects.htm good links and ideas for math based projects

Integrated Units with a math focus: http://www.goenc.com/

Social Studies:

History Alive site http://www.historyalive.com/resources/onlHistory.aspx

http://www.bie.org/pbl/pblhandbook/index.php Buck Institute for Education, great focus on economics and civics and other areas in socials studies, some of the resources and links applicable across content areas

http://www.ucalgary.ca/~kmkahler/67910/projectbased/#Project%20Examples Contains four really good units focused on medieval times, however, could be easily adjusted for era under study

http://www.ncss.org/lessons/ Good lessons in a variety of courses

Source for simulations and units: http://www.paachawaii.org/highschool/index.htm

English/Language Arts/Literacy:

http://www.sagrader.com/ Essay grader

http://www.wired.com/wired/archive/14.06/myth.html Cool unit on the myth of Superman, teaches several great themes in literature

http://www.ncte.org/ Tons of resources integrating literacy and technology, also integration with other courses. You may need to become a member to access all of the resources.

Integrated English and Social Studies Unit:
http://www.jimcrowhistory.org/amliterature/amliterature.htm outstanding unit, received national recognition

Technology Focus:

http://pblmm.k12.ca.us/ Great ideas and step by sep instructions for multi-media projects, cross content ideas

http://www.schoolcio.com/registration/login.jhtml?_requestid=274504 Great strategies for technology integration, you need to create a logon

http://www.techlearning.com/db_area/archives/TL/2003/01/project7.html incredible links, including one to the George Lucas Center for Educators

http://www.ncsall.net/index.php?id=160 Great ideas to build into adult focused workforce projects

http://www.wested.org/pblnet/exemplary_projects.html Good resources for technology infused lessons for middle and high school students across content areas

Fine Arts Connections:

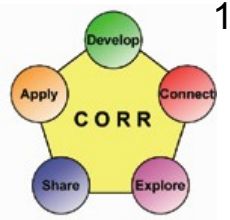
http://teachers.net/mentors/art/ Connections to a variety of Blogs and resources, pick and choose carefully

http://www.goshen.edu/art/ed/art-ed-links.html Great links

Other Notes to Help You Find Ready Made Resources:

1. There are many websites with units, they have varying quality. It is important to take even the best unit, apply your standards and course requirements and make certain the rigor and relevance level is in the correct quadrant for the desired result.
2. There are other outstanding units by specific topic. Looking up Abraham Lincoln or Cell biology will get different results than just looking for project or inquiry based units. It is worth your time to explore that option.
3. Units can also be found by specific concept, like freedom, pattern in art, systems in science, heroes in English, accumulation in math, etc.
4. Government agencies and professional organizations are a great source of unit materials, problems, and simulations.

Developing High Rigor/High Relevance Lessons



The Successful Practices Network is pleased to offer a new service to schools and teachers in the Network. Many schools are excited about the Rigor and Relevant Framework as a simple but powerful tool for teachers to raise the level of their teaching. The Successful Practices Network is now offering online facilitated activities to assist teachers in developing high/rigor/high relevance lessons. This new service is called Collaborating Online for Rigor and Relevance (CORR). CORR is designed to take teachers through several steps to create high quality lessons that reinforce the use of the Rigor/Relevance Framework.

This online activity will take participating teachers through 10 steps to understand and apply the Rigor/Relevance Framework. At the conclusion of this activity all teachers will create one high rigor/high relevance (Quadrant D) lesson. These lessons will be shared with all teachers in the school and all schools in the network. CORR is designed to allow teachers to work in small groups to collaborate with other teachers in a school or district. For example you might have a group of all elementary staff, or a group of 5th grade teachers or a group of high school mathematics teachers. It is recommended the each facilitated activity include a maximum of 25 teachers. If a school has more than 25 teachers, you should set up multiple groups.

Requirements

The activity operates in a web browser format. All participating teachers will need internet access to complete the work. The ten activities can be started and completed at any time. The project is designed to require 30 hours of work. It can be done all at once or over several weeks. It allows all teachers to work at their own pace and convenient time. Any timeline or due dates are set by the facilitator.

The activities require a facilitator to guide teachers. The role of facilitator will require 40-50 hours including preparation, participation in teacher's discussion and review teacher work. The facilitator should be comfortable working in the electronic environment and knowledgeable of the Rigor/Relevance framework.

Description

The purpose of CORR is to have teachers work together in an asynchronous mode to develop high quality lessons. In our experience, teachers produce better lessons when they collaborate. Because of so many significant time limitations, this project allows teachers to work together at convenient times through the use of an online management system similar to those used for online professional development. Participants in CORR will develop the following skills:

- Apply the Rigor/Relevance Framework to their instruction.
- Set expected levels of rigor and relevance for students
- Design performance tasks for a given level of rigor and relevance
- Design assessments for a given level of rigor and relevance

Each topic is designed to provide teachers with adequate background knowledge, increase collaboration and create a finished product. There are five activities in the CORR structure.

Connect is an advanced organizer activity to explain the importance of each topic and have teachers begin to think about this component of developing lessons.

Explore is background knowledge to help in preparation of this part of the lesson. It may include articles, web sites, videos, or audio. Each piece of background knowledge is broken into small segments.

Share is a discussion section that starts with a question related to the topic. Teachers contribute to the online discussion and share ideas, shaping each others perspective.

Apply is an interactive activity in which teachers apply what they know about this topic. Usually these are engaging activities that allow teachers to play a little and reinforce their knowledge.

Develop is the activity to create the pieces of the lesson. In this activity participants get feedback on their work from other teachers in their group.

The course includes the following 10 topics

- Why Rigor and Relevance
- Rigor/Relevance Framework
- Identifying Levels of Rigor and Relevance
- Teaching for the High Rigor/High Relevance
- Identifying Student Learning
- Writing Performance Tasks
- Linking to State Standards
- Assessments for High Rigor/High Relevance
- Writing lessons for High Rigor/High Relevance
- Submitting and Revising lessons

CORR Homepage Sample

Accessing CORR

The CORR project is accessible through the web address http://rigor-relevance.com. At the site you can read descriptions of the project. To get set up a participating group of teachers or get a password, contact Linda Lucey at Linda@LeaderEd.com.